ANNUAL INDEX

Journal of Learning Disabilities
January-December 1992
Volume 25

ACKERMAN, Peggy T: See DYKMAN, Roscoe A., 574–576.

ADELMAN, Howard S.: LD: The Next 25 Years, 17–22.

ADELMAN, Pamela B.: See VOGEL, Susan A., 430–441.

ARAM, Dorothy M.; MORRIS, Robin; HALL, Nancy E.: The Validity of Discrepancy Criteria for Identifying Children with Developmental Language Disorders, 549–554.

ARRINGTON, Jane M.: See HOUCK, Cherry K., 678–684.

ASSELIN, Susan B: See HOUCK, Cherry K., 678–684.

AWAIDA, May: See BEECH, John R., 196–206.

BAKKER, Dirk J.: Neuropsychological Classification and Treatment of Dyslexia, 102–109.

BARSCH, Ray H.: Perspectives on Learning Disabilities: The Vectors of a New Convergence, 6–16.

BASHIR, Anthony S.; SCAVUZZO, Annebelle: Children with Language Disorders: Natural History and Academic Success, 53–65.

BATEMAN, Barbara: Learning Disabilities: The Changing Landscape, 29–36.

BAWDEN, Harry N.: See CORNWALL, Anne., 281–288.

BEECH, John R.; AWAIDA, May: Lexical and Nonlexical Routes: A Comparison Between Normally Achieving and Poor Readers, 196–206.

BIGLER, Erin D.: The Neurobiology and Neuropsychology of Adult Learning Disorders, 488–506.

BORKOWSKI, John G.: Metacognitive Theory: A Framework for Teaching Literacy, Writing, and Math Skills, 253–257.

BOWERS, Thomas G.; RISSER, Marcia G.; SUCHANEC, John F.; TINKER, Dorris E.; RAMER, Jeanette C.; DOMOTO, Mark: A Developmental Index Using the Wechsler Intelligence Scale for Children: Implications for the Diagnosis and Nature of ADHD, 179–185, 195.

BRINKERHOFF, Loring, C.; SHAW, Stan F.; MCGUIRE, Joan M.: Promoting Access, Accommodations, and Independence for College Students with Learning Disabilities, 417–429.

BRYAN, Tanis: See PEARL, Ruth, 582–585, 597.

BURD, Larry; KAUFFMAN, David W.; KERBESHIAN, Jacob: Tourette Syndrome and Learning Disabilities, 598–604.

CANNON, Glenna S.; IDOL, Lorna; WEST, J. Frederick: Educating Students with Mild Handicaps in General Classroom: Essential Teaching Practices for General and Special Educators, 300–317.

CANTWELL, Dennis P.: See FORNESS, Steven R., 115–123.

CHAPMAN, James W.: Learning Disabilites in New Zealand: Where Kiwis and Kids with LD Can't Fly, 362–370.

COLEMAN, J. Michael; MCHANE, Laura Angevine; MINNETT, Ann M.: Similarities in the Social Competencies of Learning Disabled and Low Achieving Elementary School Children, 671–677.

CORNWALL, Anne; BAWDEN, Harry N.: Reading Disabilities and Aggression: A Critical Review, 281–288.

CORNWALL, Anne: The Relationship of Phonological Awareness, Rapid Naming, and Verbal Memory to Severe Reading and Spelling Disability, 532–538.

DECI, Edward L.; HODGES, Rosemary; PIERSON, Louisa; TOMASSONE, Joseph: Autonomy and Competence as Motivational Factors in Students with Learning Disabilities and Emotional Handicaps, 457–471.

DEERING, William: See FLYNN, Jane M., 133–141.

DEFRIES, John C.: See PENNINGTON, Bruce F., 562–573.

DICKMAN, III, G. Emerson: Adoptees Among Students with Disabilities, 529–531, 543.

DOMOTO, Mark: See BOWERS, Thomas G., 179–185, 195.

DOWDY, Carol A.; SMITH, Tom E.C.; NOWELL, Carl H.: Learning Disabilities and Vocational Rehabilitation, 442–447.

DYKMAN, Roscoe A.; ACKERMAN, Peggy T.: Diagnosing Dyslexia: IQ Regression Plus Cut-Points, 574–576.

ENGLERT, Carol Sue: Writing Instruction From a Sociocultural Perspective: The Holistic, Dialogic, and Social Enterprise of Writing, 153–172.

EPSTEIN, Rachel: See LAMM, Oren, 605–615.

FELTON, Rebecca H.; WOOD, Frank B.: A Reading Level Match Study of Nonword Reading Skills in Poor Readers with Varying IQs, 318–326.

FITZHUGH-BELL, Kathleen: See WILLIAMS, Dorothy L., 290–299.

FLETCHER, Jack M.; FRANCIS, David J.; ROURKE, Byron P.; SHAYWITZ, Sally E.; SHAYWITZ, Bennett A.: The Validity of Discrepancy-Based Definitions of Reading Disabilities, 555–561, 573.

FLETCHER, Jack M.: The Validity of Distinguishing Children with Language and Learning Disabilities According to Discrepancies with IQ: Introduction to the Special Series, 546–548.

FLETCHER, Jack M.: See SHAYWITZ, Bennett A., 639–648.

FLYNN, Jane M.; DEERING, William; GOLDSTEIN, Michael; RAHBAR, Mohammad Hossein: Electrophysiological Correlates of Dyslexic Subtypes, 133–141.

FORNESS, Steven R.; SWANSON, James M.; CANTWELL, Dennis P.; YOUPA, Daniel; HANNA, Gregory L.: Stimulant Medication and Reading Performance: Follow-Up on Sustained Dose In ADHD Boys With and Without Conduct Disorders, 115–123.

FRANCIS, David J.: See FLETCHER, Jack M., 555–561, 573.

GAJAR, Anna: Adults with Learning Disabilities: Current and Future Research Priorities, 507–519.

GARNER, Ruth: Self-Regulated Learning, Strategy Shifts, and Shared Expertise: Reactions to Palincsar and Klenk, 226–229.

GERBER, Paul J.; GINSBERG, Rick; REIFF, Henry B.: Identifying Alterable Patterns in Employment Success for Highly Successful Adults with Learning Disabilities, 475–487.

GILGER, Jeffrey W: See PENNINGTON, Bruce F., 562–573.

GINSBERG, Rick: See GERBER, Paul J., 475–487.

ANNUAL INDEX

Journal of Learning Disabilities
January-December 1992
Volume 25

ACKERMAN, Peggy T: See DYKMAN, Roscoe A., 574–576.

ADELMAN, Howard S.: LD: The Next 25 Years, 17–22.

ADELMAN, Pamela B.: See VOGEL, Susan A., 430–441.

ARAM, Dorothy M.; MORRIS, Robin; HALL, Nancy E.: The Validity of Discrepancy Criteria for Identifying Children with Developmental Language Disorders, 549–554.

ARRINGTON, Jane M.: See HOUCK, Cherry K., 678–684.

ASSELIN, Susan B: See HOUCK, Cherry K., 678–684.

AWAIDA, May: See BEECH, John R., 196–206.

BAKKER, Dirk J.: Neuropsychological Classification and Treatment of Dyslexia, 102–109.

BARSCH, Ray H.: Perspectives on Learning Disabilities: The Vectors of a New Convergence, 6–16.

BASHIR, Anthony S.; SCAVUZZO, Annebelle: Children with Language Disorders: Natural History and Academic Success, 53–65.

BATEMAN, Barbara: Learning Disabilities: The Changing Landscape, 29–36.

BAWDEN, Harry N.: See CORNWALL, Anne., 281–288.

BEECH, John R.; AWAIDA, May: Lexical and Nonlexical Routes: A Comparison Between Normally Achieving and Poor Readers, 196–206.

BIGLER, Erin D.: The Neurobiology and Neuropsychology of Adult Learning Disorders, 488–506.

BORKOWSKI, John G.: Metacognitive Theory: A Framework for Teaching Literacy, Writing, and Math Skills, 253–257.

BOWERS, Thomas G.; RISSER, Marcia G.; SUCHANEC, John F.; TINKER, Dorris E.; RAMER, Jeanette C.; DOMOTO, Mark: A Developmental Index Using the Wechsler Intelligence Scale for Children: Implications for the Diagnosis and Nature of ADHD, 179–185, 195.

BRINKERHOFF, Loring, C.; SHAW, Stan F.; MCGUIRE, Joan M.: Promoting Access, Accommodations, and Independence for College Students with Learning Disabilities, 417–429.

BRYAN, Tanis: See PEARL, Ruth, 582–585, 597.

BURD, Larry; KAUFFMAN, David W.; KERBESHIAN, Jacob: Tourette Syndrome and Learning Disabilities, 598–604.

CANNON, Glenna S.; IDOL, Lorna; WEST, J. Frederick: Educating Students with Mild Handicaps in General Classroom: Essential Teaching Practices for General and Special Educators, 300–317.

CANTWELL, Dennis P.: See FORNESS, Steven R., 115–123.

CHAPMAN, James W.: Learning Disabilites in New Zealand: Where Kiwis and Kids with LD Can't Fly, 362–370.

COLEMAN, J. Michael; MCHANE, Laura Angevine; MINNETT, Ann M.: Similarities in the Social Competencies of Learning Disabled and Low Achieving Elementary School Children, 671–677.

CORNWALL, Anne; BAWDEN, Harry N.: Reading Disabilities and Aggression: A Critical Review, 281–288.

CORNWALL, Anne: The Relationship of Phonological Awareness, Rapid Naming, and Verbal Memory to Severe Reading and Spelling Disability, 532–538.

DECI, Edward L.; HODGES, Rosemary; PIERSON, Louisa; TOMASSONE, Joseph: Autonomy and Competence as Motivational Factors in Students with Learning Disabilities and Emotional Handicaps, 457–471.

DEERING, William: See FLYNN, Jane M., 133–141.

DEFRIES, John C.: See PENNINGTON, Bruce F., 562–573.

DICKMAN, III, G. Emerson: Adoptees Among Students with Disabilities, 529–531, 543.

DOMOTO, Mark: See BOWERS, Thomas G., 179–185, 195.

DOWDY, Carol A.; SMITH, Tom E.C.; NOWELL, Carl H.: Learning Disabilities and Vocational Rehabilitation, 442–447.

DYKMAN, Roscoe A.; ACKERMAN, Peggy T.: Diagnosing Dyslexia: IQ Regression Plus Cut-Points, 574–576.

ENGLERT, Carol Sue: Writing Instruction From a Sociocultural Perspective: The Holistic, Dialogic, and Social Enterprise of Writing, 153–172.

EPSTEIN, Rachel: See LAMM, Oren, 605–615.

FELTON, Rebecca H.; WOOD, Frank B.: A Reading Level Match Study of Nonword Reading Skills in Poor Readers with Varying IQs, 318–326.

FITZHUGH-BELL, Kathleen: See WILLIAMS, Dorothy L., 290–299.

FLETCHER, Jack M.; FRANCIS, David J.; ROURKE, Byron P.; SHAYWITZ, Sally E.; SHAYWITZ, Bennett A.: The Validity of Discrepancy-Based Definitions of Reading Disabilities, 555–561, 573.

FLETCHER, Jack M.: The Validity of Distinguishing Children with Language and Learning Disabilities According to Discrepancies with IQ: Introduction to the Special Series, 546–548.

FLETCHER, Jack M.: See SHAYWITZ, Bennett A., 639–648.

FLYNN, Jane M.; DEERING, William; GOLDSTEIN, Michael; RAHBAR, Mohammad Hossein: Electrophysiological Correlates of Dyslexic Subtypes, 133–141.

FORNESS, Steven R.; SWANSON, James M.; CANTWELL, Dennis P.; YOUPA, Daniel; HANNA, Gregory L.: Stimulant Medication and Reading Performance: Follow-Up on Sustained Dose In ADHD Boys With and Without Conduct Disorders, 115–123.

FRANCIS, David J.: See FLETCHER, Jack M., 555–561, 573.

GAJAR, Anna: Adults with Learning Disabilities: Current and Future Research Priorities, 507–519.

GARNER, Ruth: Self-Regulated Learning, Strategy Shifts, and Shared Expertise: Reactions to Palincsar and Klenk, 226–229.

GERBER, Paul J.; GINSBERG, Rick; REIFF, Henry B.: Identifying Alterable Patterns in Employment Success for Highly Successful Adults with Learning Disabilities, 475–487.

GILGER, Jeffrey W: See PENNINGTON, Bruce F., 562–573.

GINSBERG, Rick: See GERBER, Paul J., 475–487.

GOLDSTEIN, Michael: See FLYNN, Jane M., 133–141.
GRAHAM, Steve: See KARPINSKI, Michael J., 376–385.
GREGG, Noel; HOY, Cheri; KING, Michael; MORELAND, Carolyn; JAGOTA, Merra: The MMPI-2 Profile of Adults with Learning Disabilities in University and Rehabilitation Settings, 386–395.
GRIDLEY, Betty E.: See WILLIAMS, Dorothy L., 290–299.
HADDERS-ALGRA, Mijna; TOUWEN, Bert C.L.: Minor Neurological Dysfunction Is More Closely Related to Learning Difficulties than to Behavioral Problems, 649–657.
HALL, Nancy E.: See ARAM, Dorothy M., 549–554.
HALLAHAN, Daniel P.: Some Thoughts on Why the Prevalence of Learning Disabilities Has Increased, 523–528.
HANNA, Gregory L.: See FORNESS, Steven R., 115–123.
HANNA, Gregory L.: Stimulant Medication and Reading Performance: Follow-Up on Sustained Dose in ADHD Boys With and Without Conduct Disorders, 115–123.
HODGES, Rosemary: See DECI, Edward L., 457–471.
HODGSON, James: The Status of Metalinguistic Skills in Reading Development, 96–101.
HOLAHAN, John M.: See SHAYWITZ, Bennett A., 639–648.
HOUCK, Cherry K.; ASSELIN, Susan B; TROUTMAN, Gretchen C.; ARRINGTON, Jane M.: Students with Learning Disabilities in the University Environment: A Study of Faculty and Student Perceptions, 678–684.
HOY, Cheri: See GREGG, Noel, 386–395.
HUTCHINSON, Nancy L.: The Challenge of Componential Analysis: Cognitive and Metacognitive Instruction in Mathematical Problem Solving, 249–252.
HYND, George W.: Neurological Aspects of Dyslexia: Comment on the Balance Model, 110–112, 123.
IDOL, Lorna: See CANNON, Glenna S., 300–317.
ISAACSON, Stephen L.: Volleyball and Other Analogies: A Response to Englert, 173–177.
JAGOTA, Meera: See GREGG, Noel, 386–395.
KAMHI, Alan G.: Response to Historical Perspective: A Developmental Language Perspective, 48–52.
KARPINSKI, Michael J.; NEUBERT, Debra A.; GRAHAM, Steve: A Follow-Along Study of Postsecondary Outcomes for Graduates and Dropouts with Mild Disabilities in a Rural Setting, 376–385.
KAUFFMAN, David W.: See BURD, Larry, 598–604.
KERBESHIAN, Jacob: See BURD, Larry, 598–604.
KING, Michael: See GREGG, Noel, 386–395.
KLENK, Laura: See PALINCSAR, Annemarie Sullivan, 211–225.
KRONICK, Doreen: An International Perspective on Learning Disabilities: Introduction to the Special Series, 338–339.
LAMM, Oren; EPSTEIN, Rachel: Specific Reading Impairments-Are They to Be Associated with Emotional Difficulties, 605–615.
LEWIS, Barbara A.: Pedigree Analysis of Children with Phonology Disorders, 598–604.
LOVITT, Thomas C.: Reflections on Barsch's Perspectives, and a Few of My Own, 23–28.
MCGUIRE, Joan M.: See BRINKERHOFF, Loring C., 417–429.
MCGURIE, Joan M: See SPILLANE, Stephen A., 665–670, 677.
MCHANE, Laura Angevine: See COLEMAN, J. Michael, 671–677.
MCINTYRE, John D.: See YONG, Fung L., 124–132.
MINER, Marylou; SIEGEL, Linda S.: William Butler Yeats: Dyslexic?, 372–375.
MINNETT, Anne M.: See COLEMAN, J. Michael, 671–677.
MONTAGUE, Marjorie: The Effects of Cognitive and Metacognitive Strategy Instruction on the Mathematical Problem Solving of Middle School Students with Learning Disabilities, 230–248.
MORELAND, Carolyn: See GREGG, Noel, 386–395.
MORRIS, Robin: See ARAM, Dorothy M., 549–554.
MORVITZ, Edward; MOTTA, Robert W.: Predictors of Self-Esteem: The Role of Parent-Child Perceptions, Achievement, and Class Placement, 72–80.
MOTTA, Robert W.: See MORVITZ, Edward, 72–80.
NATIONAL JOINT COMMITTEE ON LEARNING DISABILITIES: School Reform: Opportunities for Excellence and Equity for Individuals with Learning Disabilites, 276–280.
NEUBERT, Debra A.: See KARPINSKI, Michael J., 376–385.
NORLANDER, Kay A.: See SPILLANE, Stephen A., 665–670, 677.
NOWELL, Carl H.: See DOWDY, Carol A., 442–447.
OKOLO, Cynthia M.: The Effects of Computer-Based Attribution Retraining on the Attribution, Persistence, and Mathematics Computation of Students with Learning Disabilites, 327–334
OLSON, Richard K.: See PENNINGTON, Bruce F., 562–573.
OPP, Gunther: A German Perspective on Learning Disabilities, 351–360.
PALINCSAR, Annemarie Sullivan; KLENK, Laura: Fostering Literacy Learning in Supportive Contexts, 211–225.
PATTON, James R.; POLLOWAY, Edward A.: Learning Disabilities: The Challenges of Adulthood, 410–415, 447.
PATTON, James R.: See POLLOWAY, Edward A., 520–522.
PEARL, Ruth; BRYAN, Tanis: Students' Expectations About Peer Presssure to Engage in Misonduct, 582–585, 597.
PENNINGTON, Bruce F.; GILGER, Jeffrey W.; OLSON, Richard K.; DEFRIES, John C.: The External Validity of Age-Versus IQ-Discrepancy Definitions of Reading Disability: Lessons From A Twin Study, 562–573.
PIERSON, Louisa: See DECI, Edward L., 457–471.
POLLOWAY, Edward A.; SCHEWEL, Rosel; PATTON, James R.: Learning Disabilities in Adulthood: Personal Perspectives, 520–522.
POLLOWAY, Edward A.: See PATTON, James, 410–415, 447.
RAHBAR, Mohammad Hossein: See FLYNN, Jane M., 133–141.
RAMALGIA, Janet M.: See SWANSON, H. Lee, 396–407.
RAMER, Jeanette C.: See BOWERS, Thomas G., 179–185, 195.
REIFF, Henry B.: See GERBER, Paul J., 475–487.
RICHARDSON, Sylvia O.: Historical Perspectives on Dyslexia, 40–47.
RICHMAN, Lynn Charles: See WILLIAMS, Janet K., 658–664.
RISSER, Marcia G.: See BOWERS, Thomas G., 179–185, 195.
ROURKE, Byron P.: See FLETCHER, Jack M., 555–561, 573.
SAWYER, Diane J.: Dyslexia: Introduction to the Special Series, 38–39.

SAWYER, Diane J.: Language Abilities, Reading Acquisition, and Developmental Dyslexia: A Discussion of Hypothetical and Observed Relationships, 82–95.
SCAVUZZO, Annebelle: See BASHIR, Anthony S., 53–65.
SCHATSCHNEIDER, Christopher: See TAYLOR, H. Gerry, 630–638.
SCHEWEL, Rosel: See POLLOWAY, Edward A., 520–522.
SHAW, Stan F.: See BRINKERHOFF, Loring, C., 417–429.
SHAYWITZ, Bennett A.; FLETCHER, Jack M.; HOLAHAN, John M.; SHAYWITZ, Sally E.: Discrepancy Compared to Low Achievement Definitions of Reading Disability: Results From the Connecticut Longitudinal Study, 639–648.
SHAYWITZ, Bennett A.: See FLETCHER, Jack M., 555–561, 573.
SHAYWITZ, Sally E.: See FLETCHER, Jack M., 555–561, 573.
SHAYWITZ, Sally E.: See SHAYWITZ, Bennett A., 639–648.
SIEGEL, Linda: See WIENER, Judith, 340–350, 371.
SIEGEL, Linda S.: An Evaluation of the Discrepancy Definition of Dyslexia, 618–629.
SIEGEL, Linda S.: See MINER, Marylou, 372–375.
SIMMONS, Deborah C.: Perspectives on Dyslexia: Commentary on Educational Concerns, 66–70.
SMITH, Tom E.C.: See DOWDY, Carol A., 442–447.
SNOW, Jeffrey H.: Mental Flexibility and Planning Skills in Children and Adolescents with Learning Disabilities, 265–270.
SPILLANE, Stephen A.; MCGUIRE, Joan M.; NORLANDER, Kay A.: Undergraduate Admission Policies, Practices, and Procedures for Applicants with Learning Disabilities, 665–670, 677.
STEPHENSON, Joe: The Perspectives of Mothers Whose Children Are in Special Day Classes for Learning Disabilities, 539–543.
SUCHANEC, John F.: See BOWERS, Thomas G., 179–185, 195.
SWANSON, H. Lee; RAMALGIA, Janet M.: The Relationship Between Phonological Codes on Memory and Spelling Tasks for Students With and Without Learning Disabilities, 396–407.
SWANSON, James M.: See FORNESS, Steven R., 115–123.
TAYLOR, H. Gerry; SCHATSCHNEIDER, Christopher: Academic Achievement Following Childhood Brain Disease: Implications for the Concept of Learning Disabilities, 630–638.
TINKER, Dorris E.: See BOWERS, Thomas G., 179–185, 195.
TOMASSONE, Joseph: See DECI, Edward L., 457–471.
TORGESEN, Joseph K.; WAGNER, Richard K.: Language Abilities, Reading Acquisition, and Developmental Dyslexia: Limitations and Alternative Views, 577–581.
TOUWEN, Bert C.L.: See HADDERS-ALGRA, Mijna, 649–657.
TROUTMAN, Gretchen C.: See HOUCK, Cherry K., 678–684.
VAN DAAL, Victor H.P.; VAN DER LEIJ, Aryan: Computer-Based Reading and Spelling Practice for Children with Learning Disabilities, 186–195.
VAN DER LEIJ, Aryan: See VAN DAAL, Victor H.P., 186–195.
VOGEL, Susan A.; ADELMAN, Pamela B.: The Success of College Students with Learning Disabilities: Factors Related to Educational Attainment, 430–441.
WAGNER, Richard K.: See TORGESEN, Joseph K., 577–581.
WATSON, Billy J.: See WRIGHT-STRAWDERMAN, Carol, 258–264.
WEST, J. Frederick: See CANNON, Glenna S., 300–317.
WHITE, Warren J.: The Postschool Adjustment of Persons with Learning Disabilities: Current Status and Future Projections, 448–456.
WIENER, Judith; SIEGAL, Linda: A Canadian Perspective on Learning Disabilities, 340–350, 371.
WILLIAMS, Dorothy L.; GRIDLEY, Betty E.; FITZHUGH-BELL, Kathleen: Cluster Analysis of Children and Adolescents with Brain Damage and Learning Disabilites Using Neuropsychological, Psychoeducational, and Sociobehavioral Variables, 290–299.
WILLIAMS, Janet K.; RICHMAN, Lynn Charles; YARBROUGH, Donald B.: Comparison of Visual-Spatial Performance Strategy Training in Children with Turner Syndrome and Learning Disabilities, 658–664.
WONG, Bernice Y.L.: On Cognitive Process-Based Instruction: An Introduction, 150–152, 172.
WOOD, Frank B.: See FELTON, Rebecca H., 318–326.
WRIGHT-STRAWDERMAN, Carol; WATSON, Billy L.: The Prevalence of Depressive Symptoms in Children with Learning Disabilities, 258–264.
YARBROUGH, Donald B.: See WILLIAMS, Janet K., 659–664.
YONG, Fung L.; MCINTYRE, John D.: A Comparative Study of the Learning Style Preferences of Students with Learning Disabilities and Students Who Are Gifted, 124–132.
YOUPA, Daniel: See FORNESS, Steven R., 115–123.

THANK YOU!

We would like to thank the following professionals, who in addition to our consulting editors, contributed their time and expertise in reviewing manuscripts during 1992.

Marilyn Jager Adams
Bolt Beranke & Newman

Russell Barkley
University of Massachusetts Medical Center

Daniel Berch
University of Cincinnati

Andrew S. Bradlyn
West Virginia University Medical Center

Suzanne Bionheim
Georgetown University

Caryn L. Carlson
The University of Texas at Austin

Connie Dalke
University of Wisconsin at Whitewater

Ronald S. Drabman
University of Mississippi Medical Center

Steven R. Forness
University of California, Los Angeles

Karen R. Harris
University of Maryland

Stephen L. Isaacson
Western Oregon State College

Alan G. Kamhi
Memphis State University

Ernest R. Katz
UCLA School of Medicine

Alan Kaufman
University of Alabama

Elizabeth McCauley
Children's Hospital
Seattle, Washington

Sam B. Morgan
Memphis State University

Ray Mulhern
St. Jude's Children's Hospital

Phyllis Newcomer
Beaver College

Gage Paine
The University of Texas at Austin

Glenn D. Rosen
Harvard University Medical School

Diane J. Sawyer
Middle Tennessee State University

Deb Simmons
George Peabody College for Teaching at Vanderbilt

Scott Spear
The University of Texas at Austin

Janet Spector
University of Maine at Orono

Cathy Telzrow
Cayahoga Special Education Service Center
Cleveland, Ohio

Robert Thompson
Duke University Medical Center